

DOCUMENT RESUME

ED 248 908

JC 840 454

AUTHOR Kelly, G.
TITLE The Staff Development Interview. Coombe Lodge Exercise. Information Bank Number 1561.
INSTITUTION Further Education Staff Coll., Blagdon (England).
PUB DATE Jul 80
NOTE 16p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *College Faculty; Communication Skills; Continuing Education; *Faculty Development; Foreign Countries; *Interviews; *Teacher Administrator Relationship; *Teacher Improvement

IDENTIFIERS *Great Britain

ABSTRACT

The staff development interview, as conducted at British colleges of further and higher education, is an exchange of information and views between the department head and the lecturer, with the goal of assisting the lecturer's professional growth. The interviews are part of an ongoing process of staff development which includes recruitment and selection, induction, the preparation of job descriptions, supervision, and developmental planning. As an aide in structuring staff development interviews, each member of the department should fill out a questionnaire focusing on teaching duties and developmental plans, teaching methods, contributions to the department and college, and self-assessment of abilities. The questionnaire should serve as the framework for discussion during the interview. Hypothetically, there will be three situations faced by the department head in interviewing a lecturer: the vast majority of situations will involve lecturers who are meeting their responsibilities in a satisfactory manner; the other two types of situations will involve staff members who are contributing in an outstanding fashion and those who, for one reason or another, are having grave difficulties. This discussion of the staff development interview presents a series of general and specific considerations that should be covered during the interviews, and includes a statement of the City of Bath Technical College's staff development interview policy, a list of interview skills required of department heads, and a sample staff development questionnaire. (HB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED248908

THE STAFF DEVELOPMENT INTERVIEW

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

P. Rawlings

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

G. Kelly
Associate Tutor
July 1980.

JC 840 454

This paper is provided for the purposes of discussion and study. The views and policies contained in it are not necessarily those of the Further Education Staff College. Further copies or permission to reproduce this paper may be obtained from: The Librarian, The Further Education Staff College, Coombe Lodge, Blagdon, Bristol. BS18 6RG. Tel: 0761-62503.

© The Further Education Staff College, 1980.

BEST COPY AVAILABLE

SECTION A

Does your College have a staff development policy calling for the Head of Department to conduct regular staff interviews? Enclosed is an example of such a policy (Appendix A) which may serve as a reference for development of a similar policy in your own College.

A basic function of the Head of Department, or for that matter anyone in a supervisory position, is that of ensuring or optimising developmental opportunities for those whom they supervise. Development is both an institutional and individual responsibility or concern. The Department Head represents the integrating function between both organisational and individual requirements. The formal staff interview is the medium through which this responsibility may be accomplished.

Fundamental to the developmental process is the (theory Y)^{*} assumption that people generally want to improve and enhance their professional capabilities as teachers. No doubt there are some college lecturers who, for various reasons, do not exhibit self-motivation and may require a more directive approach but these represent a small percentage of teachers and should not be the focal point for staff development.

Managerial efforts thus should be largely focussed on providing the right conditions and facilitating development and growth for the majority. We may be surprised how many of the 'problem' teachers benefit as well.

Definition and Purpose

This module deals with the staff development interview. What is the staff development interview, and what is its purpose? It is a scheduled exchange of views, regarding a lecturer's teaching function, between the lecturer and the Department Head. The interview is oriented towards developing an awareness on the part of both persons as to successes as well as any difficulties experienced by the lecturer over the past year. It includes an exploration of ways in which the Head and other college services might be employed to assist the lecturer. Summary discussion leads to formulation of developmental plans for the forthcoming year.

The interview then is an exchange of information and views oriented towards assisting the lecturer's professional growth. (See Appendix B, Interview Skills).

The Process of Staff Development

The development of college staff is an ongoing process which includes:

- (a) Recruitment and selection - of course it is most advantageous to a college to engage the best possible teachers right at the beginning. Assuming the college has developed a reputation for being at least a reasonable place to work and is in a reasonable locale, a choice can usually be made from several applicants for a position. Of utmost importance is that the college have quite explicit criteria to apply during the selection process in terms of qualifications, experience and personal characteristics which it considers to be the ingredients for successful teaching.

* See Douglas McGregor's theory X - theory Y concepts in the Human Side of Enterprise.

A side benefit of the selection interview is that developmental needs may be identified which can form the initial stages of the lecturers' developmental plan.

- (b) Induction - a period of orientation which develops further understanding of key college objectives, policies and practices. In some respects this is a follow up to the selection process where the lecturer learns more of college philosophy or orientation, course structure, academic policies related to examinations, grading, etc. Of importance, too, is that the new teacher be informed about college decision-making structures and opportunities available for influencing college policy.
- (c) Job description - to the extent practicable each instructor should be apprised of the expectations the college has of him/her as a lecturer. As well the individual and the college should develop an understanding of the services or assistance to be provided by the college in helping the individual to carry out his duties.
- (d) Supervision - in an educational environment it is important that the Department Head see his supervisory role as one which primarily entails facilitating and co-ordinating the activities of dedicated teachers. While there are likely to be exceptions from time to time which require more directive use of authority the overall orientation must be one which enhances professionalism of teaching staff.

This implies a genuine interest in how each teacher is doing not only from the viewpoint of accountability required of a public institution but from a responsibility to aid and promote the key function of the college - teaching and learning.
- (e) Developmental planning - a college which takes staff development seriously should encourage every lecturer to write a yearly developmental record or plan for professional development. During the interview the Department Head should review the lecturer's plans in the following areas: subject knowledge, teaching methodologies, departmental and college contribution and perhaps some aspects of personal growth where applicable. (See the Staff Development Questionnaire, Appendix C).

Developmental planning applies not only to individuals but the college as well. The college as an organization must also examine its developmental capabilities including provision of adequate financial resources, facilities and equipment, curriculum and pedagogic expertise, and internal or external workshops which facilitate professional development.

THE STAFF DEVELOPMENT INTERVIEW EXERCISE

SECTION B

1. Interview Situations

As an aide in structuring the actual interview each member of the department should fill out a questionnaire similar to the one found in Appendix B. Responses may be real or hypothetical. This is to be returned to the Head in advance and may form the framework for discussion during the interview.

For purposes of this particular exercise it is assumed you have received this questionnaire back from the lecturer, read it, assembled any additional material or information required, organized your own thoughts and are ready for the interview.

Hypothetically there will generally be three situations or categories faced by the Department Head in interviewing a lecturer. Firstly, the vast majority of lecturers will be those who are meeting their responsibilities in a satisfactory manner. Discussion with these persons will constitute the normal or typical developmental interview situation.

The second type of interview will likely involve a smaller proportion of teaching staff; those who are contributing in an outstanding fashion. And the third situation, often the most difficult for the head, is the interview with the individual who is for one reason or another having grave difficulties. Fortunately these persons represent a very small percentage. Unfortunately however, coping with these problems may demand much time and energy on the part of the supervisor.

2. Role Playing

Organise into small groups of three persons. In the following role play situation one member, the interviewer, will assume the role of Department Head, another will be a Departmental Lecturer, the interviewee. A third member will act as observer and offer feedback to the Departmental Head following the interview.

- Schedule each interview to last approximately 20 minutes (in an actual situation an hour may be more realistic).
- Leave 5-10 minutes for the observer's comments and discussion.
- Each member of the group should role play the Department Head at least twice; the first time based on the normal or adequate lecturer followed by a choice of either of the other situations.

3. The Interview - Some General Considerations

- What organization is required preceding the interview?
- Where do you meet?
- What is the seating arrangement?
- What records are to be kept of the interview?
- How do you yourself react to the interview process?
Are you reasonably comfortable with it? Are there
some people you can work with better than others?
Why?

4. Specific Considerations

A. Situation 1 - Adequate

- (1) What teaching and other responsibilities has the person had during the past year - for next year?
- (2) What successes, problems did they experience? How do they feel about it? How do you feel about it?
- (3) In which areas are they seeking improvement over the coming year? What professional development activities are proposed for the following areas:
 - development of knowledge in one's teaching area
 - development of teaching methodologies
 - for personal growth
 - departmental college contribution
- (4) What resources might the College, the Department, the Head, the individual himself access for professional development?
- (5) Has the Department Head recognised areas of difficulty and success with appropriate comment?

(b) Situation 2 - Outstanding

- (1) Interview process similar to situation (1). Attention must be paid though to the specific needs of the 'high-flyer' ensuring appropriate recognition, praise and rewards where feasible.

It may be of interest to note that these persons tend to be more self-critical, analytical and rate their contribution less highly than their supervisor. What is your own experience in this regard?

(c) Situation 3 - Problem?

Similar to situation (1) but also:

- (1) To what extent are you able to listen and understand the interviewee's perception of the situation and yet also put forth your own views in a straightforward, objective and honest manner? (This is one of the most demanding and difficult skills required of an educational manager).
- (2) Can you jointly and objectively describe the problem(s)? Can you reach agreement on what the problem is, and perhaps what the cause of the problem is?
- (3) Can you develop a plan whereby the Department Head will attempt to assist in remedying the problem?

How long has the problem existed?

How much time will you allow - days - months - years to remedy the problem?

What process will you adopt to monitor the extent to which various forms of assistance are helping to remedy the situation?

What are the various alternative implications?

- (4) If you are convinced that you as a Head, and the college have done as much as you reasonably can to assist the interviewee to improve and yet you believe his teaching contribution is detrimental to students and the college, are you willing to tread the tightrope between constructive dismissal and fulfilling your managerial obligations?
 - Should you be confronted with an extreme situation what provisions exist for due process for the individual? Are you aware of possible legal implications and pitfalls? What are the appropriate procedures associated with the unions conditions of service?
 - What authority do you have to act should some form of disciplinary proceeding be required? Who else in the college is involved and what are their roles?
- (5) Have you honestly explored other alternatives to teaching with the individual? Might the college provide some assistance in career counselling, job search and relocation if required?

APPENDIX A

CITY OF BATH TECHNICAL COLLEGE

STAFF DEVELOPMENT PANEL
Rules of Procedure and
Related Documents

IMPLEMENTATION OF POLICY

1. Each Head of Department to be responsible to the Principal, through the Academic Board, for the implementation of the college staff development policy, for his/her department.
2. Each Head of Department to prepare, annually, a plan of the proposed staff development programme for the staff of his/her department for the following year, together with a review of staff development progress for the current year.
3. The above statement to be presented to the Academic Board at its meeting in the Summer Term of each academic session.
4. The statement to set out the proposed action to be taken under the various headings listed in the college staff development policy, including:
 - i) Recommendation for teacher training (see, also, Rules of Procedure 2).
 - ii) Recommendations on the upgrading and extension of subject knowledge.
 - iii) Proposed action in relation to experimentation with new teaching methods.
 - iv) The provision of administrative experience, in the following fields:
 - a) organisational
 - b) financial
 - c) communication, records, office procedure, etc.
 - v) Staff Development; non-teaching staff.
5. The Head of Department to be responsible for initiating and continuing the programme of staff interviews of his/her staff, in accordance with college staff development policy. The Head's report to include a general statement on the progress of programme of staff interviews.

Approved by Academic Board 4.12.73

APPENDIX B

INTERVIEW SKILLS REQUIRED OF THE DEPARTMENT HEAD

(For introductory skill training in these areas see Coombe Lodge modules on staff management).

- (a) Listening - the key skill required for interviewing. Try not, particularly in the early stages, to talk too much. Shut up! Attempt to gain the views of the interviewee and by periodic brief summary and questions indicate that you are listening and that you understand. Whether or not you agree is not crucial during the early stages of an interview, in fact assertion of your own views early on may stifle any meaningful communication. All of this of course is easier said than done!
- (b) Complimenting - a person can live for a long time on a diet of meaningful praise. If you believe the interviewee is doing something well don't be hesitant about saying so.
- (c) Coaching - as a person responsible for human resources in an educational environment the Department Head must become conversant with rudimentary knowledge about various alternative teaching/learning methodologies enabling him to offer assistance to lecturers.
- (d) Conflict Resolution - needless to say conflict situations may arise in some interviews. To simply avoid conflict often allows a problem to grow to proportions where the only alternative left is a radical one. Constructive conflict resolution often provides an avenue whereby one may confront a problem in a way which results in positive outcomes for all parties.
- (e) Counselling - some would argue that a primary function of the Department Head vis-à-vis his staff is a counselling one. Counselling skills entail much listening in a non-directive (save your advice), in a non-evaluative or non-judgemental setting. Essentially the role here is to assist another person in solving his problem himself.
- (f) Personal attributes - Integrity and Courage - these are not skills which can be easily developed, rather they are personality characteristics which are cultivated over many years. However, traits can be enhanced or diminished dependent on self-chosen behaviours. There is no question that a Department Head by his own behaviour (modelling) influences his staff in many ways. He has a major responsibility for and can affect a significant dimension of the lives of people in the department. The manner in which he treats confidences and deals with problems in a considerate, humane and sensitive manner while retaining the ability to take appropriate courageous and decisive action is the hallmark of the Department Headship.

APPENDIX C

(Note: Sample Questionnaire which may be expanded or contracted according to your own needs).

NAME:

DATE:

GRADE:

CONFIDENTIAL

STAFF DEVELOPMENT QUESTIONNAIRE

In preparation for our interview please fill in the following questionnaire and return to me. This will serve as a general framework for reviewing the past year and discussion of your developmental plans over the next year.

1. Subject Material

(a) Teaching Duties:

- Subjects taught during -

- Subjects to be taught next year

Comments:

(b) Developmental Plans - Are there areas of your subject where you feel you should update your knowledge? If so, how might this be achieved?

2. Teaching Methods:

(a) Where do you feel you stand vis-a-vis your confidence in your abilities in the following dimensions of teaching: (For guidelines on reference points for these dimensions see page 13).

(i) Preparation:

(ii) Presentation:

(iii) Feedback:

(b) Developmental Plans:

What developmental activities are you contemplating for any of the above?

3. Contribution to Department and College:

- committee involvement and other activities conducive to the development of the department or college.

(i) Preparation:

(1) clarity of objectives

(2) curriculum design

(3) organization of lessons

(4) preparation of audio-visual aids

(5) texts, papers, reference materials

(6) knowledge of clientele

(7) knowledge of alternative teaching strategies

(ii) Presentation:

(1) use of voice

(2) use of audio-visual aids

(3) presentation of material

(4) use of questions

(5) use of discussion

(6) student involvement

(7) stimulation of interest

(8) teaching method appropriate to topic

(iii) Feedback:

(1) testing

(2) marking

(3) attainment of objections

(4) student perceptions of course

(5) student counselling

.....

ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

NOV 16 1984

8118 Math-Sciences Building
Los Angeles, California 90024